DOCUMENT RESUME

ED 185 471 CG 014 323

AUTHOR	McCune, Shirley: Matthews, Martha
TITLE	Planning for Change: Outline and Participants' Materials for Generic Session Three, Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators.
INSTITUTION	National Foundation for the Improvement of Education, Washington, D.C. Resource Center on Sex Roles in Education.
SPONS AGENCY	Council of Chief State School Officers, Washington, D.C.: Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
PUB DATE	Sep 78
CONTRACT	300-76-0456
NOTE	69p.: For related documents see CG 014 321-326, ED 155 498-506 and CG 014 392.
AVAILABLE FROM	Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Change Strategies: Elementary Secondary Education: *Equal Education: Federal Legislation: Inservice Education: *Organizational Change: Program Development: *Program Implementation: School Personnel: *Sex Discrimination: Skill Development: *Social Bias: Workshops
IDENTIFIERS	*Title IX Education Amendments 1972

ABSTRACT

This workshop package is designed to assist those persons responsible for the implementation of Title IX of the Education Amendments of 1972 in elementary and secondary school settings. Objectives of this third workshop session include helping participants to: (1) examine conditions and strategies for change necessary to implement Title IX: (2) establish a framework for diagnosing organizational change needs: (3) design a preliminary action plan: and (4) develop skills in program design and implementation in their own educational setting. Additionally, a comprehensive, step-by-step session outline and participant worksheets are provided as aids for workshop facilitators. (Author/HLM)

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IMPLEMENTING TITLE IX AND ATTAINING SEX EQUITY: A WORKSHOP PACKAGE FOR ELEMENTARY-SECONDARY EDUCATORS

Shirley McCune and Martha Matthews, Coeditors

PLANNING FOR CHANGE

Outline and Participants' Materials For Generic Session Three

Shirley McCune and Martha Matthews, authors

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Prepared for the
Title IX Equity Workshops Project
of the Council of Chief State School Officers

By the
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Joseph Califano, Secretary
Mary F. Berry, Assistant Secretary for Education

Office of Education

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CG 014323

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This publication was prepared for the Council of Chief State School Officers by the Resource Center on Sex Rolse in Education. It was prepared under contract #300-76-0456 for the U. S. Department of Health, Education, and Welfare, Office of Education, under the auspices of the Women's Educational Equity Act. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view stated, do not, therefore, necessarily represent official Office of Education position or policy.

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Preface

This session outline and the accompanying participant materials comprise one component of a multicomponent workshop package developed by the Resource Center on Sex Roles in Education under a subcontract with the Council of Chief State School Officers (CCSSO). This package, entitled Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators, is designed for use by persons implementing training or staff development efforts for education personnel and interested citizens in the implementation of Title IX of the Education Amendments of 1972 and the attainment of sex equity in elementary-secondary schools.

The workshop package was field-tested by subcontractors in 11 regional workshops as a part of the CCSSO Title IX Equity Workshops Project. This project was funded under contract 300-76-0456 with the Women's Program Staff, U.S. Office of Education, Department of Health, Education, and Welfare. Funds to support the printing of participant materials used in the field-test workshops were provided by the National Institute of Education, Department of Health, Education, and Welfare.

Shirley McCune and Martha Matthews are the coeditors of the Workshop Package. This session outline and participant materials were developed by Shirley McCune and Martha Matthews; Martha Matthews' time was partially supported by funds from the Ford Foundation. Persons who have authored or contributed to other outlines and materials within the total package include: Linda Stebbins, Nancy Ames, and Illana Rhodes (Abt Associates, Cambridge, Mass.); Judy Cusick, Joyce Kaser, and Kent Boesdorfer (Resource Center on Sex Roles in Education, Washington, D.C.); Myra Sadker and David Sadker (American University, Washington, D.C.); Barb Landers (California State Department of Education, Sacramento, California); and Janice Birk (University of Maryland, College Park, Md.).

The CCSSO, the Resource Center on Sex Roles in Education, and the coeditors of the package gratefully acknowledge the assistance and advice of M. Patricia Goins, Project Monitor, Women's Program Staff, U.S. Office of Education, and Joan Duval, Director, Women's Program Staff, in the implementation of the contract. Grateful acknowledgement is also given to Sarita Schotta, Senior Research Associate, National Institute of Education for monitoring the contract which provided funds for the editing and printing of the field-test materials. Special gratitude is extended to the personnel of the 15 orgarizations who field-tested the Package in regional workshops for their efforts, their patience, and their support throughout the implementation of the Title IX Equity Workshops Project. These organizations and the project contact person in each include:

HEW Region	Organization	Contact
I	New England Equal Education Center 38 Woodland Street Hartford, Connecticut 06105	Martha O'Reilly
II	New York State Department of Education 99 Washington Avenue Albany, New York 12230	Mae Timer
III	West Virginia Department of Education Capitol Complex, B-252 Charleston, West Virginia 25305	Tony Smedley
IV	University of Miami P. O. Box 8065 Coral Gables, Florida 33124	Rita Bornstein
V	Michigan Education Association P. O. Box 673 East Lansing, Michigan 48823	Ruby King
	Northern Illinois University 101 Gabel DeKalb, Illinois 60115	John M. Nagle
VI	Dallas Independent School District 3700 Ross Avenue Dallas, Texas 75204	Frances Allen
VII	Center for Educational Improvement University of Missouri 408 Hitt Street Columbia, Missouri 65201	Murray Hardesty
VIII	Education Commission of the States 1860 Lincoln Street Denver, Colorado 80295	Jean Kennedy
IX	California State University Fullerton, California 92634	Barbara Peterson
X	Northwest Projects Office for Educational Service Portland State University P. O. Box 751 Portland, Oregon 97207	Kathryn Preecs

The coeditors also wish to express their appreciation to Byron Hansford, Executive Director, Council of Chief State School Officers; William Israel, Director of Special Projects, Council of Chief State School Officers; and James Becker, Executive Director, National Foundation for the Improvement of Education, for their support of the project. Ann Baucom and Lois Jamieson of the CCSSO and Ann Samuel of the Resource Center on Sex Roles in Education receive special thanks for their tireless efforts in the production of materials for the Workshop Package.

September 1978

IMPLEMENTING TITLE IX AND ATTAINING SEX EQUITY:
PLANNING FOR CHANGE

Outline and Participants' Materials for Generic Session Three

Contents

INTRODUCTORY MATERIALS

Implementing Title IX and Attaining Sex Equity:
An Introduction to the Workshop Package I-1

How to Use These Materials I-9

SESSION OUTLINE

Session Specifications i

Session Agenda iii

I. INTRODUCTORY COMMENTS 1

II. TITLE IX AND ATTAINING SEX EQUITY: THE CONDITIONS FOR CHANGE 3

III. BREAK 9

IV. IMPLEMENTING TITLE IX AND ATTAINING SEX EQUITY: ACTIONS FOR CHANGE 11

V. TITLE IX ACTION PLANNING 17

VI. STAGES OF CHANGE 23

VII. SUMMARY AND EVALUATION 29

PARTICIPANTS' MATERIALS

Participants' Materials for Generic Session Three
(Participants' Worksheets 17 through 19)

PLANNING FOR CHANGE

Introductory Materials

Prepared for the
Title IX Equity Workshops Projects
of the Council of Chief State School Officers

by the
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

IMPLEMENTING TITLE IX AND ATTAINING SEX EQUITY: AN INTRODUCTION TO THE WORKSHOP PACKAGE

Introduction

Title IX of the Education Amendments of 1972, the Federal law which prohibits sex discrimination against the students and employees of education agencies and institutions receiving Federal financial assistance, was enacted in June 1972; the regulation to implement the legislation, which defines the specific criteria against which nondiscrimination is to be assessed in the various policies and practices of education agencies and institutions, was issued in June 1975 and became effective in July of that year. Despite the passage of years, however, full compliance with Title IX is far from a reality in most agencies and institutions throughout the country, and equity for females and males in education has yet to be attained.

Although significant progress has been made in a number of schools and school systems--the basic required Title IX compliance procedures have been implemented, students and employees describe their "increased awareness" of the problems of sex stereotyping and sex discrimination, and concrete improvements are apparent with regard to equalization of athletic budgets for female and male sports or to integration of previously sex-segregated courses--in most cases, considerable change remains to be made if full compliance and sex equity are to be integrated and reflected throughout the policies, programs, and practices of an education agency or institution.

If the necessary change is to occur, educators must move beyond paper compliance and problem awareness in order to develop the skills and competencies required for problem solution. Educators, like all other human beings, need support and direction if they are to translate legislative or administrative mandates for change into the actual delivery of nondiscriminatory and sex equitable services.

Many methods may be used to support educators in the change process--written information may be distributed, consultation may be made available, briefings or meetings may be conducted, training programs may be implemented, demonstration programs may be undertaken, and evaluation and reinforcement systems may be installed. The needs and resources of a particular education agency or institution will determine the forms of support which are most appropriate. One of the most frequently used methods of supporting change by education personnel is the inservice training workshop. In many situations, the inservice workshop is a cost-efficient way of reaching large numbers of personnel in a single effort and of providing assistance in skills development to these personnel. Implementing Title IX and Attaining Sex Equity: A Workshop Package has been designed to support the implementation of such a workshop.

The Development of the Workshop Package

Implementing Title IX and Attaining Sex Equity: A Workshop Package was developed by the Resource Center on Sex Roles in Education for the Council of Chief State School Officers' Title IX Equity Workshops Project during 1977 and 1978. The Title IX Equity Workshops Project was funded

under an 18-month contract for "National Regional Dissemination Workshops and Development of Technical Assistance Materials for Title IX of the 1972 Educatio[illegible]ndments" by the U. S. Office of Education, Department of Health, Education, [illegible] Welfare, under funds authorized by the Women's Educational Equity Act.

The purpose of the project was to develop and field test a training package which could assist education personnel and interested citizens to gain:

- an understanding of the manifestations and the effects of sex discrimination and sex bias in education
- an understanding of the requirements of Title IX and its implementing regulation, and of the steps required to achieve compliance
- skills and capability for the development and implementation of policies, programs, and management systems to ensure educational equity

The terms of the contract required that the package developed must be suitable for:

- use with groups representing all levels of education from elementary through postsecondary
- use at the local, state, regional, and national levels
- use without extensive reliance on consultative assistance or on materials outside the package itself

In order to address these requirements, it was decided that the training package must be developed according to the following considerations:

- Because of the differing needs, experiences, and frames of reference of elementary-secondary educators and postsecondary educatiors, "the" training package would need to be two training packages--one for elementary-secondary educators and one for postsecondary educators.
- Because the training package needed to be suitable for use with a wide variety of groups, it would need to include a wide variety of information and activities ranging from "awareness level" to more advanced skills-development and action-planning levels.
- Because the training package needed to be suitable for use by personnel without extensive background in training or consultation and materials resources, it would need to provide specific step-by-step instructions for the implementation of training as well as all materials which would be required for the implementation of training.

All of these considerations are reflected in the form and content of the Workshop Package as it is now published.

Initial plans and specifications for the Package were reviewed by more than 90 leaders in education in March 1977. These leaders were asked to evaluate the plans and suggest modifications in light of:

- their assessment of the training and technical assistance needs of education institutions and agencies related to the attainment of Title IX compliance and sex equity
- their evaluation of strategies available for meeting identified training and technical assistance needs
- their knowledge of resources which would facilitate the development and dissemination of the Workshop Package

Working drafts of the Package materials were field tested and evaluated in 19 workshops implemented by subcontractors in the various HEW regions. Eleven workshops for elementary-secondary educators and eight workshops for postsecondary educators were implemented from September 197, through January 1978. During the field test workshops, the Package was evaluated by workshop facilitators, workshop participants, and on-site evaluators. Final copy of the Workshop Package was completed after analysis of all of the evaluations obtained during the field test workshops.

An Overview of the Workshop Package

Both the Workshop Package for Elementary-Secondary Educators and the Workshop Package for Postsecondary Educators provide training session outlines and participant's materials for a fifteen-hour workshop sequence on Title IX and sex equity in education. Each package is organized according to five three-hour workshop sessions. Three of these sessions are termed "Generic Sessions"; they are designed to provide general information and experiences which are relevant to all participants attending the workshop. The other two sessions, called "Application Sessions," are designed to provide specialized information and experiences to persons of different professional roles and to enable participants to apply workshop experiences to their individual professional responsibilities. Each of the components of the Workshop Package corresponds to one three-hour workshop session; a component includes both a detailed step-by-step session outline for facilitators and the materials designed for participant use during the workshop sessions.

The sequence (and titles) of the workshop sessions for elementary-secondary educators is outlined below; there is a written component in the Workshop Package for Elementary-Secondary Educators which corresponds to (and bears the same title as) each of these workshop sessions.

Generic Session One: "The Context of Title IX"

Generic Session Two: "The Title IX Regulation and Grievance Process"

Application Sessions A and B: Two sequential application sessions focus on the responsibilities and roles of six different groups with regard to Title IX compliance and the attainment of sex equity in education. Application sessions focus on the following roles and responsibilities:

- The Administrator's Role

  Session A - "Ensuring Procedural Title IX Compliance: Establishing a Foundation for Sex Equity"

  Session B - "Monitoring Title IX Implementation"

- The Teacher's Role

  Session A - "Identifying and Overcoming Sex Bias in Classroom Management"

  Session B - "Identifying and Overcoming Bias in Instructional Materials"

- The Counselor's Role

  Session A - "Identifying and Overcoming Bias in Counseling and Counseling Programs"

  Session B - "Identifying and Overcoming Bias in Counseling Materials"

- The Vocational Educator's Role

  Session A - "Overcoming Sex Discrimination and Attaining Sex Equity in Vocational Education: The Social/ Educational and Legal Context"

  Session B - "Overcoming Sex Discrimination and Attaining Sex Equity in Vocational Education: Recognizing and Combating Sex Bias and Planning for Action"

- The Physical Activity Specialist's Role

  Session A - "Achieving Sex Equity in Physical Education and Athletics: Legal Requirements and the Need for Change"

  Session B - "Achieving Sex Equity in Physical Education and Athletics: Analyzing and Planning for Action"

- The Community's Role

  Session A - "Building a Knowledge Base for Change"

  Session B - "Building Skills for Change"

Generic Session Three: "Planning for Change"

The objectives for Generic Session One include:

- to provide participants with an opportunity to assess their awareness of differential treatment of males and females in their schools and the impact of Title IX

- to provide participants with a review of the legal context of Title IX, an overview of Federal anti-discrimination laws, and the opportunity to assess their skills in identifying discrimination in schools

- to provide participants with an understanding of differential sex-role socialization as it is manifested in schools

- to encourage participants to identify goals for nonsexist education

The objectives for Generic Session Two include:

- to review with participants the requirements of the regulation to implement Title IX of the Education Amendments of 1972

- to provide participants an opportunity to assess their own understandings of Title IX requirements by sharing questions and answers with others

- to provide participants with an understanding of the significance of Title IX grievance procedures as a method for resolving complaints of sex discrimination and for monitoring Title IX compliance

- to provide participants with information regarding the structural components or characteristics of an effective grievance procedure and an opportunity to evaluate the structure of several sample grievance procedures

- to increase participants' understanding of and skills related to their own potential responsibilities for grievance problem solving

- to provide participants an opportunity to increase their skills in identifying Title IX violations and in formulating corrective or remedial actions appropriate to these violations through the analysis of sample Title IX grievances

The objectives for Generic Session Three include:

- to provide participants with an overview of some of the necessary conditions for change related to Title IX and sex equity in education and of the types of strategies available for planning and implementing change efforts in these areas

- to provide participants with a framework for diagnosing organizational change needs related to Title IX and sex equity and for designing action strategies which would be appropriate for meeting these needs

- to provide participants with an opportunity to develop preliminary plans for organizational change which could contribute to the full implementation of Title IX and achieving sex equity in their districts

- to increase participants' skills in developing action programs related to Title IX and sex equity for implementation in their own job functioning

Although the specific objectives of the Application Sessions vary according to the group for which the session is designed, all Application Sessions are generally designed to provide participants with the opportunity to:

- identify the implications of Title IX for their own job functions
- increase their skills for identifying and alleviating sex discrimination and for providing sex equity in their own job functions
- consider actions which can be taken in their own job functions to ensure Title IX compliance and increase sex equity in their education agencies and institutions

Although the content of the Package for Postsecondary Educators has been designed to address the unique needs of personnel of postsecondary education institutions, its organization and sequence parallel those of the Package for Elementary-Secondary Educators. The three Generic Sessions, although different in content, are the same in title and objectives as those for elementary-secondary educators. Application Sessions for postsecondary educators include: The Administrator's Role, The Counselor's Role, and The Teacher Educator's Role. (Application Sessions for faculty, for student services personnel, and for physical activity personnel have been developed in draft form and may be published in the future.)

Materials which supplement the basic components of the Workshop Package are also available. Two Participant's Notebooks, one for elementary-secondary educators and one for postsecondary educators, have been developed. These Notebooks contain all the worksheets used by participants during the three Generic Sessions; they also include substantial reference material which highlights or expands the content presented in these sessions, and an annotated listing of resources relating to Title IX and the achievement of sex equity in education. (Although the Generic Sessions may be implemented using only the participant's materials included with the session outlines, the reference material and resource listing included in the Participant's Notebooks make the use of these notebooks desirable wherever possible.)

A Final Context for the Workshop Package

Three major assumptions underlie the total Workshop Package, assumptions which should be kept in mind during its use:

- Title IX is one part of a total educational equity movement.

  Title IX is an evolutionary step in our nation's efforts to provide equity for all citizens. Our experience with years of attempting to eliminate race discrimination and bias in education provided the foundation for our understandings of sex discrimination and for the strategies and technology which may be used in its elimination.

  Anyone working to attain educational equity must remember the multiple ways that equity may be denied--on the basis of race; national origin; religion; cultural identity; sex; mental, emotional, or physical handicap; and social class--and work to ensure that the needs of all students are provided for.

- Our nation's concern for educational equity is a reflection of changes in our society; the achievement of educational equity is a crucial step in ensuring the survival of a viable society.

Our nation's concern for human and civil rights of various groups is rooted in the evolution of our society as it is affected by widespread social, economic, and technological change. Schools have the responsibility for preparing all students to participate in and to deal with these changes. Failure to achieve educational equity limits the potential attainments of our future society. Educational equity is not just a moral goal; it is a survival goal

- The movement for educational equity is an important vehicle for educational reform.

Educators can be proud of the many accomplishments of our educational system. Despite these accomplishments, however, the changing nature of our society demands that we move on to greater achievement. Efforts to attain educational equity can contribute to implementation of many of the basic educational reforms which are needed. The greater individualization of instruction, the preparation of students for a variety of life roles, and the involvement of students in learning how to learn--these reforms are possible within the context of educational equity.

It is hoped that the Workshop Package and materials will assist its users in actualizing these assumptions and providing greater equity and higher quality education for all students.

HOW TO USE THESE MATERIALS

The following materials are one component of the multicomponent workshop package Implementing Title IX and Attaining Sex Equity. They provide resources and a step-by-step guide for implementing one three-hour workshop session, which is one session within the fifteen-hour workshop sequence outlined in the total Workshop Package.

The material in this session outline may be used in several ways:

- as the design and supporting material for a three-hour session which is presented as part of a 15-hour (two and one-half day) workshop on Implementing Title IX and Attaining Sex Equity
- as the design and supporting material for one of a series of five three-hour sessions utilizing the Workshop Package as a basis for a sequence of periodic seminars on Title IX and sex equity for education and/or community personnel
- as stimulus material for the adaptation and design of other activities or materials which can assist education personnel in achieving sex equity (e.g., information packets, self-instructional materials, etc.)
- as resources for teacher education programs
- as resources for training-of-trainers programs

Implementing Title IX and Attaining Sex Equity: A Workshop Package has been developed to facilitate its implementation by personnel with limited experience in workshop implementation and/or the subject matter which is relevant to consideration of sex equity. It is beyond the scope of this publication, however, to provide the background information on workshop design, implementation, and evaluation which would otherwise be desirable. Education personnel reviewing the package or considering use of any package component may nonetheless find it useful to review the following questions which should be considered with regard to use of this or any other training design.

1. Is the workshop session design appropriate for the purposes of groups for which it may be implemented?

The Workshop Package has been developed to address the needs of education personnel with a diversity of experience and familiarity with regard to Title IX and sex equity. The workshop package sequence begins with a consideration of the need and rationale for Title IX; it moves through a detailed review of the Title IX regulation and the Title IX grievance process; it proceeds to an examination of the application of the Title IX regulation and sex equity principles to the particular day-to-day job functions of various groups of education personnel; and it concludes with an overview of the change process and an opportunity for participant action planning related to Title IX compliance and the achievement of sex equity.

Workshop planners and training personnel should carefully review both the general objectives of each workshop session and the purposes of specific session activities (both are listed in the session outlines) in order to ensure their relevance and appropriateness to the particular needs of their intended workshop target group.

Similarly, workshop planners should also review the training methodology suggested in the outline for its suitability for situational needs. The processes or methods used in conducting any workshop should be selected for:

- their appropriateness to workshop objectives
- their appropriateness to the styles and skills of available workshop facilitators
- their provision of sufficient diversity to accommodate different participant learning styles

Because the objectives of the workshop package emphasize the delivery of cognitive information, it relies heavily on the use of lecturette and question-answer processes. The skills required of workshop session facilitators for the presentation of these activities are also less specialized than those which are required for the presentation of more affectively oriented activities.

All session outlines also involve the use of personal inventory and skills testing or skills practice activities performed by participants individually, as well as small group discussions and action-planning activities. These are included in order to:

- provide participants an opportunity to practice relevant skills and to receive immediate feedback
- provide participants an opportunity to share reactions and to develop small support groups
- accommodate the needs of participants for experiential learning activities
- increase the informality and variety of workshop activities

These procedures or methods suggested in the training design may be adapted to reflect a different emphasis in objectives or to reflect the different styles or skills of workshop session personnel. In considering the procedures or methods used in any workshop, it is useful to evaluate whether:

A) they provide a mixture of affective, cognitive, and experiential activities sufficient to accommodate the diversity of participants learning styles

B) they follow a logical progression from awareness building, to problem exploration, to skills assessment or development, through stimulation of the application of workshop information by participants in their relevant personal or professional activities

2. How much flexibility is desirable in implementing a session outline?

The session outline is intended as a guideline for the implementation of a training experience, not as a prescription that must be followed without deviation. The activities and sequence outlined in this session have been field-tested successfully with a variety of groups, but it should be recognized that no single design is appropriate for all situations. Facilitators should use the outline to assist them in meeting the needs of participants rather than as a constraint to necessary flexibility.

Flexibility is critical with regard to observance of the suggested timelines which have been provided in the session outline. These timelines tend to be highly concentrated. It will require most facilitators and groups to move at a brisk pace if all of the activities are to be completed in the time allowed. (Most of the sessions could benefit from an expansion of time allocated to each activity.) The timelines are general suggestions only; some groups of participants may need to spend more time on a single activity than is indicated in the outline and may be able to omit another activity, while others may find it impossible to move through the entire sequence of activities in the time available. The facilitator(s) must be sufficiently familiar with the training design and activities to determine the modifications which may be appropriate to a particular situation or group.

The primary guideline which should be observed in the implementation of the training activities is that care should be taken to meet the needs of the majority of the participant group. Facilitators should avoid modifications which may address the needs of only a few participants and attempt to meet the needs of individuals during break periods or after the workshop without detaining the entire group.

3. How can the workshop activities and sequence be adapted to fit shorter periods of time?

Although the session outlines were designed for implementation in three-hour periods, it is recognized that it may be necessary to modify the session for implementation in a shorter period of time. When this is necessary, the facilitator(s) should review the objectives of each suggested activity carefully before making a decision about which activities would be most appropriate. If this modification is necessary the facilitator(s) should consider the following:

A) Carefully review the sequence and the build-up activities provided in the session outline. Each session outline has been developed to include each of the following components:

- Needs assessment activity/exercise--Session outlines begin with an introductory activity which can involve the group in the session, allow individuals to express initial concerns and provide the facilitator with general information about the perceptions and experience of the group. This initial experience is a key method of judging the specific needs of the group and estimating the optimal pacing of the session activities.

- Cognitive activities--Each session outline includes a lecturette(s) to introduce new concepts and activities. These are designed to increase participants' understanding of particular problems related to sex equity and of the steps to be taken and the principles to be followed in achieving sex equity. The amount of information provided in a lecturette can be reduced if the group has had previous exposure to the concepts being presented. Even with experienced groups, however, it is useful to provide a summary of the key points included in the lecturette to ensure that all members of the group have a common frame of reference for subsequent activities.

- Experiential activities--Experiential activities provide an opportunity for participants to apply the concepts presented in cognitive activities to situations in educational practice. The purpose of this activity is to help participants assess for themselves the implications of the information presented for day-to-day activities.

- Skills practice activities--Each session outline includes a number of activities which are designed to give participants an opportunity to practice some of the skills which are necessary for the application of sex equity principles and to obtain immediate feedback regarding their efforts.

- Action-planning activities--Each session outline encourages participants to begin to identify specific steps which they or their education agency can take to promote full implementation of Title IX and/or to attain sex equity in their activities. These action-planning steps are crucial to the application of the information provided in the workshop package. They should not be eliminated and in fact, wherever possible, it would be desirable to expand the amount of time devoted to action planning. This is particularly relevant when participants work together in the same education agency.

In most cases, it is desirable to reduce the amount of time devoted to each of the various types of activities provided rather than to omit any of the major components of the session outline.

B) Provide participants with reading materials prior to the workshop session.

If the workshop time is limited, it may be possible to reduce the amount of time devoted to the workshop activities by providing participants with materials which can be read prior to the implementation of the workshop. If the facilitator believes that this is desirable, a summary of the information provided in lecturette or information sheet form may be distributed to participants prior to the workshop.

C) Reduce the amount of time spend on exercises and worksheets.

One way that the timelines for the session can be cut is to ask participants to consider only a limited number of cases or situations

presented in their worksheets, suggesting that others be completed some time after the workshop. (If this is done, the facilitator should make certain to explore those items selected for use in the group in sufficient detail to clarify for participants the basic principles reflected in the worksheet.) In all instances, the facilitator should emphasize ways which the participant materials may be used after the workshop.

4. What personnel are needed for the implementation of the session outline?

Although this session outline has been developed to facilitate its use by personnel of varying backgrounds, the selection of personnel to facilitate workshop activities is a critical factor in the implementation of any session. While the session outline may be implemented by a single facilitator, it is desirable to utilize a team of two or more facilitators. Use of a team has the following advantages:

- it increases the likelihood of ensuring both content expertise (knowledge of Title IX and sex equity principles in education, of the structure of education agencies, or Federal and state nondiscrimination laws, etc.) and process expertise (knowledge of group dynamics and skills in group processing and training) in the delivery of the session outline
- it makes it possible to demonstrate nondiscrimination by use of a training team on which both females and males and members of racial and ethnic minority groups are represented
- it makes it possible to increase the diversity of training styles and areas of expertise, and thus to accommodate the diverse learning styles and needs of workshop participants

If a facilitator team is utilized, it is important to designate one or two persons with responsibility for providing continuity and direction throughout all workshop activities. Persons with responsibility for workshop administration and for such tasks as participant registration, distribution of materials, and general problem solving should also be designated, particularly when the workshop involves a large number of people.

5. How should facilitators prepare for the implementation of the workshop session?

Effective implementation of the training session requires careful facilitator preparation. Facilitators should take ample time to do the following:

- thoroughly review the session outline and all participant materials
- prepare notecards outlining the sequence and the general directions for participants
- prepare their own outlines of the suggested lecturettes so that they may present the information provided in their own style (in no case should a facilitator read from the session outline during session implementation)

- identify points where information or activities could be omitted in the event that more time is needed in an earlier activity

If a team of facilitators is used, it is essential that the group meet together to:

- assign various responsibilities to the team members, making sure that each individual is clear about her/his role in appearing before the group, monitoring individual and small group work, preparing charts or materials, and working with other team members

- designate one person as the person responsible for providing continuity throughout the workshop and making decisions as to necessary adaptation of timelines

- discuss individual reactions to activities and ways that adaptations might be made if necessary

- consider the various styles represented in members of the team and the ways that the team might work together for maximum effectiveness

6. How should participants be involved in the workshop initially?

Considerations regarding the involvement of participants in the workshop event usually revolve around two issues: whether workshop participation should be voluntary or mandatory, and to what extent participants should be involved in the workshop planning process.

Determination of whether workshop participation should be voluntary or mandatory should be made in consideration of the workshop objectives, the job requirements of various staff groups, and other situational variables which may be relevant. The training design may be appropriately used whether participation is voluntary or mandatory. It is important to remember, however, that whether participants are notified of the obligation to attend or invited to participate, a clear and positive statement of workshop sponsorship, workshop purposes and objectives, and the time and location of the workshop can do much to establish a positive climate for the workshop and to alleviate uncertainties or anxieties experienced by participants. It is also important that participants are notified or invited in sufficient time to allow for personal planning or scheduling and for clarification of any questions regarding participation. It may also be useful to provide short preparatory reading material which can raise interest in or establish an initial context for the workshop.

Another method of establishing a positive workshop climate is to involve participants (or representatives of the workshop target groups) in workshop planning activities. This might be done through simple written or oral needs assessments which serve both to provide information about the felt needs of participants and to introduce participants to basic workshop issues. It might also be accomplished by simply keeping key participants informed of various stages of planning or decisionmaking, or by requesting the assistance of selected participants in obtaining workshop facilities, reproducing resource materials, introducing resource persons, etc.

The training design specifies no procedures for participant involvement prior to workshop implementation; workshop personnel should select procedures which are appropriate to the size, structure, and climate of their particular agencies or institutions.

7. What participant materials are needed to implement the session?

All materials which are required for participant use during a workshop session are attached to the session outline; these may be reproduced for distribution to session participants. Although the participant materials for each session are fairly extensive (and thus require some financial expenditure to reproduce in quantity), they are important to the successful implementation of the session because:

- they provide quick reference information for participants with little prior background
- they support and highlight the information provided by facilitators and allow participants to be actively involved in the training process
- they permit individual problem assessment and skills testing by participants related to session concerns
- they reinforce participants' workshop session experiences and provide participants a document for continuing on-the-job reference or use

(It should be noted that although all required participant materials are attached to the corresponding session outlines, a more comprehensive Participant Notebook has been developed and published as one component of the Workshop Package. This notebook includes not only all worksheets used during the three Generic Sessions, but also additional reference material and an extensive annotated listing of resources related to Title IX and sex equity. Ideally, each participant should receive a copy of this full Participant's Notebook and a copy of all worksheets for the Application Sessions which are appropriate to their role--e.g., adminstrator, counselor, etc.

8. What facilities, equipment, and resources are needed for implementation of the workshop?

The physical facilities provided for a workshop can make a significant difference in the difficulty or ease of its implementation. The workshop package requires a room sufficiently large to accommodate all participants for the generic sessions and small break-out rooms for each of the application group sessions provided. Moveable tables and chairs facilitate the creation of an informal environment and the implementation of small group activity. Attention should be given to ensuring that facilities are well lighted, at a comfortable temperature and well ventilated, and within access of rest-rooms. It is desirable to inspect facilities well in advance of the workshop to ensure that they will meet the needs of the workshop.

The equipment to be utilized in the session is specified in the training outline. Care should be taken to make arrangements well in advance of the workshops for the use of equipment to check just prior to the session to ensure that the equipment is available and in working order.

9 What guidelines should be observed by facilitators throughout the workshop?

Workshops dealing with sex equity often involve participants in a questioning of some of their earliest learnings and most basic beliefs and assumptions. Individuals dealing with these issues may have negative feelings about changing roles of males and females in our society and experience fear or anger about sex equity efforts in education. It is critical that workshop facilitators understand that these reactions are to be expected and how to handle them in positive ways. Some suggestions for dealing with possible resistance or rejection of the ideas covered in the workshop are outlined below.

Workshop facilitators should:

- Remember that change in knowledge, attitudes, and skills requires time and continued support. Each person must move through a process of exploring, understanding, and acting on new ideas before they can be accepted. Rejection of ideas presented in the workshop should not be interpreted as a personal rejection of the presenter.

- Work to provide continuing support to participants even when they are met by disagreement and/or resistance. Responses to be avoided by workshop personnel include:

  - Defensiveness--the expression through words or behaviors that a facilitator or resource person feels as if an attack has been made against her/his personal ability or adequacy. Workshop personnel should try to maintain an open attitude and deal with the ideas presented by the participant rather than the internal feelings that these ideas may create.

  - Rejection of the group--the categorization of an individual or group as "hopeless." One of the ways that facilitators may deal with persons who disagree is to reject them. It is important that workshop leaders maintain communications with all participants and continue to work through the feelings and ideas presented.

  - Future predictions--statements to an individual or the group such as "I'm sure you'll eventually see it my way." Although it is quite likely that many who reject ideas presented in workshops will change over a period of time, it is not helpful to dismiss the issues being considered by making future predictions.

  - Avoidance of the issues--dropping relevant controversial issues before they have been considered. Avoiding open consideration of possible implications of the Title IX regulation through a comment such as "There's really no need for major changes in most programs" does not contribute to participant learning or problem solving. Workshop facilitators should anticipate some of the controversial questions or concerns which are likely to be raised and be prepared to deal with them, if only by admitting uncertainty and a willingness to help participants obtain assistance from other sources

- Overcontrol of the participant group--pressing the group ahead regardless of their present needs or ability to deal with some of the issues. Overscheduling a workshop agenda so that time is not available for clarification questions or for consideration of the implications of the information in small group discussion is one way to overcontrol the participant group. Workshop plans must include time to ensure that participants have the opportunity for initial exploration and evaluation of the information presented.

- Work to maintain a climate where participants' questions, feelings, and opinions can be expressed and considered. Maintain a nonjudmental approach toward the expression of feelings or opinions which differ from those being expressed in the workshop.

- Provide participants with concrete information and materials whenever possible. Much of the resistance to accepting change occurs when people do not understand the rationale for change and the specific steps that must be taken in implementing change. It is essential that participants be given opportunity to identify specific directions for change, to develop the necessary skills for change, and to receive support and assistance during this process.

PLANNING FOR CHANGE

Outline for Generic Session Three

Prepared for the
Title IX Equity Workshops Project
of the Council of Chief State School Officers

by the
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

IMPLEMENTING TITLE IX AND
ATTAINING SEX EQUITY:
PLANNING FOR CHANGE

GENERIC SESSION THREE

Session Specifications

Session population: Local education agency staff, including administrators, Title IX coordinators, instructional staff, counselors and student personnel workers, vocational education personnel, and physical education and athletics staff; board members, and representatives of community groups

Session objectives: The objectives for Generic Session Three include:

- to provide participants with an overview of some of the necessary conditions for change related to Title IX and sex equity in education and of the types of strategies available for planning and implementing change efforts in these areas
- to provide participants with a framework for diagnosing organizational change needs related to Title IX and sex equity and for designing action strategies which would be appropriate for meeting these needs
- to provide participants with an opportunity to develop preliminary plans for organizational change which could contribute to the full implementation of Title IX and achieving sex equity in their districts
- to increase participants' skills in developing action programs related to Title IX and sex equity for implementation in their own job functioning

Time required: Three hours

Materials needed:

For participant use:

- "Implementing Title IX and Attaining Sex Equity: Assessing Conditions for Change" (in participant notebook--Participant Worksheet 17)
- "Title IX Action Planning Worksheet: (in participant notebook--Participant Worksheet 18)
- "Workshop Evaluation Sheet" (Participant Worksheet 19)

For workshop facilitator use:

- A chart (on newsprint, acetate transparency, or chalkboard) on "Questions for Change Objectives"(see section V of this outline)

- A chart (on newsprint, acetate transparency, or chalkboard) on "Stages of Change" (see section VI of this outline)

Facilitators required: Although the session may be conducted by a single person, it is preferable in most cases to share responsibilities among several persons (female and male) who possess both subject matter expertise and group process skills, and who represent racial-ethnic diversity.

Facilitator preparation required:

The facilitator should:

- thoroughly review this outline and all participant materials

- review suggested lecturettes and adapt them to accommodate unique group needs and facilitator style

  - "Title IX Implementation and Attaining Sex Equity: The Conditions for Change" (see section II of this outline) 10 minutes
  - "Title IX Implementation and Attaining Sex Equity: Actions for Change" (see section IV of this outline) 15 minutes
  - "Title IX Action Planning" (see section V of this outline) 5 minutes
  - "Stages of Change" (see section VI of this outline) 8 minutes
  - "Summary and Closing Comments" (see section VII of this outline) 10 minutes

- prepare charts (on newsprint, acetate transparency, or chalkboard) on:

  - "Questions for Change Objectives" (see section V of this outline)
  - "Stages of Change" (see section VI of this outline)

Group size: Flexible

Facilities required: Meeting room to accommodate expected number of participants; moveable tables and chairs will facilitate small group work

Equipment and supplies required: Overhead projector and transparencies, chalk board and chalk, or newsprint and marker; pencils for each participant

IMPLEMENTING TITLE IX AND ATTAINING SEX EQUITY:
PLANNING FOR CHANGE

GENERIC SESSION THREE

Session Agenda

I.	INTRODUCTORY COMMENTS	TIME REQUIRED: 5 MINUTES
II.	IMPLEMENTING TITLE IX AND ATTAINING SEX EQUITY: CONDITIONS FOR CHANGE	TIME REQUIRED: 60 MINUTES
	A. Lecturette--"Implementing Title IX and Attaining Sex Equity: Conditions for Change"	(15 minutes)
	B. Questions and answers	(5 minutes)
	C. Individual activity--"Implementing Title IX and Attaining Sex Equity: Assessing Conditions for Change"	(15 minutes)
	D. Small group discussions	(15 minutes)
	E. Total group processing	(10 minutes)
III.	BREAK	TIME REQUIRED: 10 MINUTES
IV.	IMPLEMENTING TITLE IX AND ATTAINING SEX EQUITY: ACTIONS FOR CHANGE	TIME REQUIRED: 20 MINUTES
	A. Lecturette--"Implementing Title IX and Attaining Sex Equity: Actions for Change"	(15 minutes)
	B. Questions and answers	(5 minutes)
V.	TITLE IX ACTION PLANNING	TIME REQUIRED: 45 MINUTES
	A. Introductory comments--"Considerations for Title IX Action Planning"	(5 minutes)
	B. Individual activity--"Title IX Action Planning"	(10 minutes)
	C. Small group discussions	(20 minutes)
	D. Total group processing	(10 minutes)
VI.	STAGES OF CHANGE	TIME REQUIRED: 10 MINUTES
	A. Lecturette--"Stages of Change"	(8 minutes)
	B. Questions and answers	(2 minutes)
VII.	SUMMARY AND EVALUATION	TIME REQUIRED: 30 MINUTES
	A. Introductory comments	(5 minutes)
	B. Paired discussions--"Workshop Evaluation Interviews"	(15 minutes)
	C. Summary comments	(5 minutes)
	D. Closing acknowledgements	(5 minutes)
		TOTAL TIME REQUIRED: 180 MINUTES

I. INTRODUCTORY COMMENTS TIME REQUIRED: 5 MINUTES

Purpose of the activity:

The purposes of this activity are:

- to introduce any facilitator(s) who may be new to the participants
- to provide participants with an overview of the content of this final workshop session

Materials needed: None

Facilitator preparation required:

The facilitator(s) should:

- thoroughly review the total session outline
- review suggested comments and adapt them to accommodate unique group needs and facilitator style

Procedure:

The facilitator and any persons assisting with the session should be introduced if they have not been before the group before. The facilitator may wish to introduce the session with comments such as the following:

"Thus far in the workshop we've examined the legal context of Title IX; the social/educational context of Title IX; the application of Title IX requirements to educational policies, programs, and practices; and some more general concerns related to sex equity as they apply to our activities in schools. As we move into this last session of the workshop, our attention must turn from expanding our understandings of Title IX and sex equity to planning our future actions to implement the Title IX regulation and to achieve sex equity in our schools and communities.

"Throughout the workshop Title IX and its implications have been examined from the perspective of change--legal change, social change, and educational change. Most of the activities included in the Application Sessions dealt with the things that we can do as individuals to eliminate sex discrimination and achieve equity through our various individual job functions. Each such action we take contributes to the general level of equity in our agencies and institutions.

"During this session, however, we are going to consider organizational changes--those changes which require individuals or groups to move beyond particular individual job functions and to act in ways that change the policies, structures, norms, resource allocations, etc. of schools. It is important that we modify our own personal behavior; it is also important that we exert our influence to build equitable institutions or organizations. Each of us will need to define our personal commitment to sex equity efforts and to plan the actions we can take to attain both our personal change goals and the organizational change goals we hold for schools."

II. TITLE IX AND ATTAINING SEX EQUITY: THE CONDITIONS FOR CHANGE — TIME REQUIRED: 60 MINUTES

(A)	Lecturette--"Title IX and Attaining Sex Equity: The Conditions for Change"	(10 minutes)
(B)	Questions and answers	(5 minutes)
(C)	Individual activity--"Implementing Title IX and Achieving Sex Equity: Assessing Conditions for Change"	(15 minutes)
(D)	Small group discussions	(15 minutes)
(E)	Total group processing	(15 minutes)

Purpose of the activity:

The purposes of this activity are:

- to provide participants with an overview of the conditions necessary for organizational change related to Title IX implementation and the attainment of sex equity
- to provide participants with a framework for assessing organizational change needs as they relate to Title IX implementation and the attainment of sex equity
- to involve participants in an analysis of the organizational changes necessary for Title IX implementation and attainment of sex equity in their own schools and communities
- to involve participants in the identification of interventions and actions which may be used to assist Title IX implementation and the attainment of sex equity in their own schools and communities

Materials needed:

For participant use:

- "Assessing Conditions for Change" (included in participant's notebook--Participant Worksheet 17)

For facilitator use: None

Facilitator preparation required:

The facilitator(s) should:

- thoroughly review this outline and all participant materials
- review suggested lecturette and adapt it to accommodate unique group needs or facilitator style

Procedure:

A. Lecturette--"Implementing Title IX and Attaining Sex Equity: Conditions for Change" (10 minutes)

The purpose of this lecturette is to provide participants with a framework for considering organizational change and for analyzing the conditions which can facilitate Title IX-related change.

Suggested lecturette:

"Before we begin our consideration of organizational change related to Title IX and sex equity in education, it may be useful for us to pause a moment to think about the role of change in our lives. We've used the word change throughout the workshop, without stopping to acknowledge that although the word in itself denotes newness or differentness, most of us are in fact very familiar with change. The content of particular changes may be new or different, but the process of change is one with which most of us are familiar. What may be new in this session is the attempt to verbalize or systematize what most of us know experientially but may not have discussed often.

"It would be difficult for anyone to live in a society such as ours and not be aware of the multiple changes that influence our personal lives and the development of our institutions and communities. How often, however, do we realize that the primary goal of education is to assist the change process, and that those of us who are involved in education must consider that part of our role is to serve as change agents. Although this term may sound unfamiliar, we should recall the nature of education and the learning process. Learning activities are often defined as those activities which produce change in behavior. As persons involved in education, we are concerned with producing change and supporting institutions which are growth--or change--producing.

"As we think now about producing change we must delineate two basic types of change--change in individual behaviors and change in the structure and operation of institutions. As educators, most of us are more comfortable dealing with concerns related to individual change, in that individual learning and change is the essence of the educational process as it is traditionally defined. Most of the action planning activities which were included in the Application Sessions of this workshop focused on the individual actions and changes which you can take to assist implementation of Title IX.

"It is equally important, however, that we become more aware of and skilled at dealing with institutional or organizational change. Title IX implementation and sex equity for male and female students must be evident both within the individual classrooms and activities of the school, and in the structure and operation of the total school system. The degree to which schools are structured as open, equitable institutions has a profound impact on the quantity and quality of individual learning which occurs in them and on the attainment of equity in our society.

"Perhaps one of the reasons that many of us may not be conscious of our role in organizational change is that organizational change seems complex and beyond any influence which we as individuals may exert. It is true for each of us as individuals that some of the forces for a particular organizational change may be beyond our control. However, it is equally true that each of us has the power to influence many organizational changes. Each of us can assist in building the types of education institutions most likely to contribute both to the development of individual human potential and the development of the skills, knowledge, and capability which are needed if our society is to manage social change effectively and to achieve equity for all citizens.

"The concern for Title IX implementation and the demand for sex equity are both responses to change in our society and stimuli to further personal, professional, and organizational change. Our involvement in change efforts provides us with a number of opportunities to participate in organizational change and to gain experiences which can enhance our personal growth. These include opportunities to:

- enhance our professional skills
- develop a rational, systematic problem-solving process which can produce organizational and professional change
- contribute to the knowledge, skills, commitment, and persistence which are needed to build equitable, growth-producing education institutions which can serve as role models to other societal institutions

"During the Application Sessions most of us has the opportunity to identify some Title IX-related goals for our individual, professional activities. At this point we will be examining the needs for organizational change related to Title IX and sex equity and considering a method of developing goals for the needed organizational change.

"A beginning point for assessing the organizational change needs for implementing Title IX and attaining sex equity is the consideration of the conditions which can facilitate change in schools and communities. Seven conditions appear to be essential if the changes necessary for the full implementation of Title IX and attainment of sex equity are to occur:

1. Change begins with a consensus that sex discrimination and sex bias exist and that such discrimination and bias should be eliminated.

The first step in dealing with any educational issue is recognizing that a need for change exists. Acknowledgement of the need must be made by persons working within the school system and persons within the community being served. Until there is some level of consensus that sex discrimination and sex bias is a problem in the schools, there is comparatively little that can be done to develop programmatic strategies for dealing with the problem. When no consensus exists, appropriate action strategies would focus on increasing peoples' awareness of existence of the problem. Such strategies would include documentation of differential treatment of male and female students and employees; dissemination of this information; involvement of students, personnel, and community members in efforts to assess sex equity Title IX compliance; implementation of awareness sessions; etc.

2. Change requires an understanding of the specific sources of sex discrimination and bias in education and their possible effects.

Determination of appropriate change strategies requires an understanding of specific sources of sex discrimination and bias. During earlier sessions we considered the vehicles or the means of differential sex role socialization in schools. These include differential access to courses, differential treatment in the classroom, biased counseling and guidance, differential physical education and competitive sports activities, the bias of textbooks and instructional materials, etc. If we are to reduce sex discrimination and bias, educational personnel must have a thorough understanding of the specific behaviors which result in differential treatment of females and males and of the outcomes of such behaviors. Our understandings of the vehicles of differential socialization are comparatively recent and all educational personnel must devote effort to gaining skills in the recognition and identification of sex discrimination and sex bias, and in the implementation of actions for their elimination. Inservice training programs, the dissemination of information, classroom/school observations, and individual reading and study are strategies which may be used for increasing the understanding of educational personnel of the sources of bias and discrimination and of their effects.

3. Change requires the existence of leadership committed to goals for change in education and articulating these goals.

Change requires leaders--persons who have the ability to recognize change needs and to communicate a vision of what the future could be like if these needs were met. Leadership for change in educational policies, practices, and programs must come from a variety of sources. Members of governance bodies such as boards of education must provide policies which can initiate and support efforts for change. Administrators must initiate and support programs which can provide the structure for the attainment of equity. Instructional personnel and counseling staff must demonstrate equity in the delivery of educational services. Community groups and interested citizens must articulate equity goals and evaluate school policies and programs against these goals. Leadership from each of these sources is essential. Ongoing efforts of schools, professional groups and associations, and community groups to identify, develop, and support programs which can increase activities and actions to eliminate sex discrimination and bias are methods of increasing leadership in this area.

4. Change requires the specification of particular goals for the achievement of equity and the development of models for accomplishing change.

Even when we recognize a problem and can identify general goals for its alleviation, there is little likelihood that we will achieve change until we've identified specific, observable change objectives. General goals must be delineated into specific objectives, and the activities

which can lead to their attainment must be identified. For example, the general goal of achieving sex equity in the classroom must be organized into such objectives as identifying bias in textbooks and instructional materials, eliminating differential treatment of female and male students, etc. This process is facilitated by the development of change models and specific 'how to' steps which educators can use in the achievement of sex equity goals. Research, demonstration programs, technical assistance programs, and documentation of change efforts are important strategies for the development and dissemination of 'how to' models.

5. Change requires the allocation of human and financial resources.

Change toward implementation of Title IX and the attainment of sex equity in schools will not be achieved without some expediture of human and financial resources. In most instances it is important that both types of expenditures are made. The expenditure of money for programs without the assignment/development of competent staff is not likely to result in significant change. Likewise, the continued assignment of staff responsibilities without the provision of the resources needed for support in carrying out these responsibilities is not likely to produce change. Documentation of the need for resources, development of program proposals, and assessment of the results of the expenditure of human and financial resources are strategies for increasing the allocation of resources.

6. Change requires that educational personnel possess the capability (knowledge and skills) for delivering educational equity.

As we identify change goals and objectives, we must not forget that almost any change requires the acquisition of new knowledge and skill. Activities which can assist the development of the necessary knowledge and skill include: attendance at and provision of Title IX-related workshops and training programs; procurement and distribution of relevant materials; maintenance of and support for experimental and demonstration projects and programs; and participation in inservice staff development programs. Each school system must support staff development efforts and reinforce those persons who continue to increase their knowledge and skills if sufficient capability is to be achieved.

7. Change requires the development of a system for the recognition of progress in educational programs and the reinforcement of personnel who have made efforts toward Title IX implementation and the attainment of sex equity.

Too often we expect change to occur and maintain itself. It is important that we realize that if change is to be maintained it must be recognized and reinforced. Recognition of progress in changing programs, policies, and practices should be an integral part of the operation of schools and of the interaction between schools and community groups. In addition, individual employees should be reinforced for any effort they make toward providing nonsexist services.

"The existence of each of these conditions contributes to the critical mass of forces which must be present before full implementation of Title IX is achieved. Development of each of these conditions within our schools and communities calls for a variety of parallel strategies. Each of us may be interested in working on different aspects of the problem. This is natural and productive. It is crucial, however, that we determine those areas in which we want to contribute and then develop a systematic plan for doing so.

"In a few minutes we're going to pursue this formulation of the seven conditions for change as it relates to our own schools and communities. We'll be assessing the degree to which these conditions exist, as a means of identifying the organizational change needs of our schools related to Title IX implementation and the attainment of sex equity."

B. Questions and answers (5 minutes)

The facilitator should provide an opportunity for questions and answers before moving on to the next activity. This should not be longer than 5 minutes, so that participants can move into the completion of the worksheet entitled, "Implementing Title IX and Attaining Sex Equity: Assessing Conditions for Change."

C. Individual activity--"Assessing Conditions for Change" (15 minutes)

The purpose of the next two activities is to provide participants with a means of assessing the degree to which the conditions for implementing Title IX and achieving sex equity exist in their schools and communities. The activity might be introduced by remarks such as the following:

"One of the ways that we can begin to formulate goals for organizational change is to assess the degree to which the conditions for implementing Title IX and achieving sex equity exist in our schools and communities. Please take out the worksheet entitled, 'Implementing Title IX and Attaining Sex Equity: Assessing Conditions for Change.' Think about the situation in your schools and community and answer the questions on the worksheet. You'll have about 15 minutes to work on the worksheets individually and then we'll be sharing the information in small groups."

D. Small group discussions (15 minutes)

After participants have had about 15 minutes to complete the worksheets, the following directions should be given.

"We're going to ask you to form small groups of not more than six persons and to compare your assessments of your school/community situations. If other persons from your community are here at the workshop you may wish to discuss your responses with them. To the degree possible, try to focus on the identification of action steps and the ways that you can work individually, or with groups, to initiate or support organizational change efforts."

The facilitator should allow about 15 minutes for small group discussions. The facilitator should move about the room to gain some idea of participant responses and to be able to answer any questions which may arise in the small groups.

E. Total Group Processing (10 minutes)

After small groups have had an opportunity to discuss their responses to the worksheets, the facilitator should process the experience in the total group. The majority of the total group processing time should be devoted to such questions as:

- In what areas have we seen the greatest progress? In student programs? In employment?
- In what areas do the greatest needs exist? In student programs? In employment?
- To which of the conditions did you assign priorities?
- What types of action steps did you identify?

Points which should be made during this processing are:

- The identification of needs is the first step for goal setting. Goals represent the difference between where we are and where we want to be.
- The conditions outlined on the worksheet are stated in terms of organizational change needs. It is important that we spend time identifying how individual actions and strategies can contribute to the changes which are needed for institutional response.
- The priorities and action steps which we have identified during this activity will be used in further action planning during this session.

III. BREAK TIME REQUIRED: 10 MINUTES

IV. IMPLEMENTING TITLE IX AND ATTAINING SEX EQUITY: ACTIONS FOR CHANGE

TIME REQUIRED: 20 MINUTES

(A) Lecturette--"Implementing Title IX and Attaining Sex Equity: Actions for Change" (15 minutes)
(B) Questions and answers (5 minutes)

Purpose of the activity:

The purposes of the activity are:

- to provide participants with an overview of specific actions which may be used for Title IX implementation and the attainment of sex equity
- to prepare participants for action planning by providing suggestions as to personal and organizational actions which may be taken to promote Title IX implementation and the attainment of sex equity

Materials needed: None

Facilitator preparation required:

The facilitator(s) should:

- thoroughly review the total session outline and all participant materials
- review suggested lecturette and adapt it to fit unique group needs and facilitator style

Procedure:

A. Lecturette--"Implementing Title IX and Attaining Sex Equity: Actions for Change" (15 minutes)

"The full implementation of Title IX and the attainment of sex equity often seem difficult to envision. As a result, we find ourselves caught up in the difficult day-to-day activities necessary for survival and we do not deal with the problems of assessing future needs systematically and of developing programs to meet these needs. Effective change efforts require planning and undertaking deliberate actions toward change. It is only in our active involvement for change that our skills as educators are fully developed and realized.

"Implementation of any new program requires a change planning effort. The steps in the change planning process include:

- *gaining an awareness of the problem and considering alternatives relative to the problem*
- *diagnosing the specific problems and considering alternatives for their alleviation*
- *developing an action plan which specifies tasks, responsibilities, timelines and required expenditures*

- implementing the actions

- monitoring, evaluating, correcting, and extending the plan

"The institutional self-evaluation requirement of the Title IX regulation, the notification requirement, the grievance procedure requirement--each of these provides a means for completing some of the steps necessary for planned change.

"Successful implementation of planned change activities requires incorporation of problem-solving efforts and the utilization of a variety of organizational change strategies. All educational personnel should understand both the specified charge or problem-solving mechanisms provided under the Title IX regulation, and the more general types of change actions as they might be applied to Title IX implementation.

"First, let's consider two problem-solving mechanisms which are provided by the Title IX regulation--the grievance procedure and the complaint procedure.

- The filing of grievances--The grievance procedure as (discussed in the second workshop session) provides a method of problem resolution which is readily accessible to students and employees. The primary strengths of the grievance procedure are that it provides an opportunity for problem resolution at the level where the resolution must be implemented (the local agency); that it may provide for a speedy resolution of the problem; and that it provides the local agency with an opportunity to identify and deal with problems outside intervention.

  The weakness of the grievance procedure is that its effectiveness is dependent upon the degree to which there is an effort on the part of the local administration to develop and use the procedure in an open climate of problem-solving. If the procedure is used in a manner which suggests resistance to examine or deal with grievances, it is unlikely that it will be an effective method of problem-solving.

- The filing of compliants--A second problem-solving mechanism provided by Title IX is the complaint procedure. Individuals or groups who believe that they have been discriminated against on the basis of sex in any manner prohibited by the Title IX regulation may file a complaint with the Office for Civil Rights, U. S. Department of Health, Education, and Welfare in Washington, D. C. Complaints must be filed within 180 days after the alleged Title IX violation. This action may be taken after the unsatisfactory use of a local grievance procedure, simultaneously with the filing of a grievance, or without utilization of the local grievance procedure.

  The Office for Civil Rights is required to take some investigative action within 15 days after a complete complaint has been filed. If, after completing its investigation, the Office for Civil Rights makes a finding of discrimination, procedures are specified for the correction of the discrimination. If attempts to resolve the matter between the Office for Civil Rights and

the institution or agency charged with discrimination fail, the Office for Civil Rights may institute administrative procedures which may result in suspension or termination of Federal assistance and denial of further awards.

The filing of a complaint is useful when:

- *it is the preference of the complainant(s) not to use the internal Title IX grievance procedure*
- *there is evidence to suggest that the grievance procedure is not being effectively implemented*
- *there is evidence to suggest that a grievance will not be resolved within the 180 day limit for the filing of complaints*
- *a grievance has been resolved in a manner considered to be inequitable by the complainant(s)*

*"A third problem-solving strategy is not stated in the Title IX regulation, but it is inherent in our legal/judicial system--that is the litigation of Title IX-related issues. Although litigation is a more formal method of problem solving than either grievance procedures or complaint procedures, it is an important method of remedying discrimination and seeking an interpretation of the requirements of the law.**

- *Legal actions: The laws prohibiting discrimination on the basis of race and sex have been and continue to be interpreted by the courts. The precedents established in case law of other anti-discrimination acts provided much of the foundation for the Title IX regulation. In the final analysis, many of the disagreements regarding interpretation of the Title IX regulation will be answered through litigation.*

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*The individual's right to bring court suit under Title IX without prior utilization of the Federal complaint procedure has been brought into question. The Seventh U. S. Court of Appeals held in Cannon v. University of Chicago and Northwestern University that individuals may bring suit under Title IX only after use of the administrative process provided by the Office for Civil Rights, U. S. Department of Health, Education, and Welfare. Precedents permitting private suit without the filing of Federal complaints have, however, been developed under Title VI of the Civil Rights Act of 1964, the statutory prohibition of race discrimination on which Title IX was patterned. The Cannon interpretation is being challenged. Individuals wishing further clarification should seek legal counsel.

In general, litigation of Title IX issues should be undertaken when:

- the situation to be litigated involves a point where clarification of the regulatory requirements is needed

- the facts of the case are in dispute

- the case involves employees or students who have not been able to receive a fair hearing and/or relief from alleged discrimination by other means

"The strength of the legal action strategy is its involvement of judicial authority which can provide binding resolution of the issues and establish legal precedent. The weaknesses of this form of problem solving are the amount of financial resources and time required for such litigation.

"In addition to these Title IX problem-solving methods specified in the regulation or implied in the legal/judicial process, there are numerous organizational change strategies which may be applied toward Title IX implementation and the attainment of sex equity in education. These actions include:

- Policy development/clarification/communication

The written policies of a district establish the guidelines or 'rules' which are to be followed in carrying out educational programs and activities. The policies are important in that they are available to everyone and they provide the standards for the operation of educational programs and activities.

Although all districts are required by the Title IX regulation to have a general policy of nondiscrimination on the basis of sex, few have developed the necessary policy guidelines which specify the implications of the policy for various district operations. Effective policy implementation requires the specification of the policies and ongoing efforts to ensure their dissemination.

Development/clarification/communication of policy and policy guidelines is an important continuing action for Title IX implementation and organizational change.

- Study and evaluation

The importance of systematic data collection and identification of corrective and remedial actions was rezognized in the Title IX regulation in its requirement for an institutional self-evaluation. It is essential that data collection be maintained as a method of measuring progress and identifying recurrent or emerging problems. If there is reason to believe that the institutional self-evaluation was not as comprehensive as might be desirable, consideration should be given to an updating of the self-evaluation.

• Staff training

Full implementation of Title IX is only attained when the requirements of the regulation are modeled in the delivery of educational services. This can only occur when there is an ongoing effort to ensure that all staff have an understanding of the intent and implications of Title IX, and the knowledge and skills necessary for the delivery of nonsexist services. Any educational change requires retraining of personnel to ensure that they acquire necessary knowledge and the required skills. If education personnel are to acquire Title IX-related knowledge and skills, regular training, periodic monitoring, and continuing reinforcement of desired nonsexist behaviors, will be required.

• Community involvement

Virtually all cultural groups within our society have developed a system for the assignment of roles, including educational roles, on the basis of sex. Because Title IX calls for a re-evaluation of the ways that educational roles may be assigned on the basis of sex, concerns are likely to be raised in the community. Continuing school involvement and dialog with the variety of groups represented in the community are an important change strategy. The goal of such involvement should be assessment of community needs relevant to school programs and the communication of the intent and implications of school policies to community members.

• Program modification/development

Attainment of Title IX implementation and sex equity is likely to require both the modification of existing programs and the development of new programs. For example, an area where compliance with the requirements of the regulation is likely to necessitate program modification is the women's competitive sports program. In most schools, program modifications are necessary for providing equal access and equal opportunity for women in athletics.

In addition, there are many other areas where the development of programs would facilitate Title IX compliance efforts and the attainment of sex equity. Such programs might include special counseling programs to encourage males and females to move into nontraditional areas of vocational education, administrative internship programs for minority and female staff members, programs to acquire nonsexist classroom materials, etc.

• Budget allocations

Implementation of Title IX and achievement of sex equity may require budget allocations or reallocation of existing funds. Procurement of funds for program development or program modification may be needed when necessary actions cannot be integrated into existing programs or when there is need to assess the impact of specific programs.

"These are some of the action strategies which may be applied to issues of Title IX implementation and organizational change. Each of you should continue to identify other action strategies and determine those which are most appropriate for your situation. The greater the number of alternatives which you can identify, the greater the likelihood that you can select a strategy which is appropriate to the requirements of the specific situation.

"In a few minutes we'll be developing action plans. Perhaps some of the action strategies which we've just discussed would be appropriate for organizational change efforts in your community."

B. Questions and answers (5 minutes)

The facilitator should allow a few minutes for questions and clarification of any points made during the lecture.

V. TITLE IX ACTION PLANNING — TIME REQUIRED: 45 MINUTES

(A)	Introductory comments--"Consideration for Title IX Action Planning"	(5 minutes)
(B)	Individual activity--"Title IX Action Planning"	(10 minutes)
(C)	Small group discussions	(20 minutes)
(D)	Total group processing	(10 minutes)

Purpose of the activity:

The purposes of the activity are:

- to provide participants with an overview of the planning process for implementation of Title IX
- to increase participants' skills in action planning
- to provide participants an opportunity to initiate the development of action plans to assist Title IX implementation and the attainment of sex equity

Materials needed:

For participant use:

- "Title IX Actior Planning Worksheet" (included in participant's notebook--Participant Worksheet 18)
- A chart (on newsprint, transparency, or chalkboard) on "Questions for Change Objectives,"--This should include:

  Questions for Change Objectives

  - What is to be changed?
  - Who is going to change or be changed?
  - How are they going to be able to perform or change?
  - Where will the change occur?
  - When will the change occur?

Facilitator preparation required:

The facilitator(s) should:

- thoroughly review this outline and all participant materials
- review introductory comments and adapt them to accommodate unique group needs or facilitator style

Procedure:

A. Introductory comments--"Considerations for Title IX Action Planning" (5 minutes)

This activity is designed to ensure that participants understand the procedures for action planning and initiate the first steps of action planning during the workshop. Before beginning, the facilitator should post the chart on "Questions for Change Objectives" in view of participants. Suggested introductory comments for the exercise are given below.

"During the next activity we're going to be initiating plans for actions in our schools and communities which can assist Title IX implementations and the attainment of sex equity. Each of you has a 'Title IX Action Planning Worksheet' which can assist you in developing plans for change. Before we look at the worksheet, let's review the way that we can use the planning process to increase our ability to establish objectives and achieve those objectives.

"The first step in the change process is identifying a sense of direction that has meaning to us or establishing the objectives for the changes we wish to make. What would you like to be able to do that would increase your capability for delivering nonsexist educational services or what would you like to see changed in your educational agency? Would you like to:

- *identify and develop nonsexist learning resources for use in the classroom?*
- *evaluate and improve the Title IX grievance procedure being used?*
- *evaluate and modify the personnel management system of the district?*
- *develop an inservice training program for staff?*

"Any of these or the many other ideas that you may have identified during Application Sessions or in the 'Assessing Conditions for Change' worksheet are worthwhile starting points for change. One of the ways to identify those change objectives which are important to you is to imagine that it is one year from now. What things should be different in your schools? What specific changes would you like to make? A change objective should answer the questions you see on the chart:

- *<u>What</u> is to be changed?*
- *<u>Who</u> is going to change or be changed?*
- *<u>How</u> are they going to be able to perform or change?*
- *<u>Where</u> will the change occur?*
- *<u>When</u> will the change occur?*

"For example, a change objective which answers all of these questions might be:

- To provide three days of inservice training for all teaching and instructional staff in the district on correcting bias in textbooks and in teacher behavior by June 1978.

"In the objective above these questions are answered in the following ways:

- the what to be changed is the bias in textbooks and teacher behavior
- the who to be changed is all teaching and instructional staff
- the how they will be changed is through three days of training
- the where the change will occur is in the district inservice training sessions
- the when change will occur is before June 1978

"Once you've stated your change objective, there are some important questions you can ask to determine the likelihood of achieving that change. These are:

- Is it possible to achieve the change objective?
- Is it probable that, with effort, you could achieve the change objective?
- Is the change objective specific enough that you'll know when you have achieved your change objective? (It's easier to know when you have identified three nonsexist curriculum resources than when you have generally taught students in a nondiscriminatory manner.)
- Have you set a time deadline for achieving your objective?
- Have you decided that your change objective is the best alternative for your efforts?
- Is this something you really want to achieve?

"If the answer to any of these questions is 'no,' you may need to modify your objective to make it more specific or relevant to your interests.

"Once you're certain of your change objective, you will need to identify where you can look for support and assistance and where you can expect problems. The questions to be considered now include:

- What are the barriers that you will encounter in trying to achieve your change objectives?
- Where can you find support for achieving your change objectives?
- What resources will you have to assist you? (knowledge? skills? money? people?)

"Once you've identified these factors, you're ready to begin outlining the action steps which will need to be taken for achieving your objective and setting a time for completing each action step. This gives you a program plan for change."

B. Individual activity--"Title IX Action Planning Sheet" (10 minutes)

Participants should be provided at least 10 minutes for the completion of the worksheet entitled, "Title IX Action Planning Sheet." The facilitator may introduce this activity with the following comments.

"Now we're going to ask you to consider the worksheet entitled, 'Title IX Action Planning Sheet.' This worksheet is designed to guide you in the development of change plans which can contribute to the implementation of Title IX. You may wish to think about the organizational change needs you've identified earlier in this session as you work on this sheet. You will have about 10 minutes to work individually."

The facilitator should move around the room and be available to provide participants assistance in the formulation of specific objectives.

C. Small group discussions (20 minutes)

When participants have completed their worksheets, small groups of four to six persons should be formed. The facilitator may wish to provide the following instructions.

"We hope you've had time to identify some specific action objectives related to Title IX implementation and/or the attainment of sex equity. We're going to ask you to form groups of four to six persons and meet together to discuss, compare, and refine your objectives and action plans. Those of you who are from the same community may find it useful to meet together. Others may wish to work with people you've worked with earlier or form a group on the basis of your own criteria. You'll have about 20 minutes to discuss your plans within your small group."

D. Total group processing (10 minutes)

The facilitator should process the small group discussions in the total group. She/he may wish to ask for examples of participants' action objectives. Placing these on newsprint is a good method of reinforcing the importance of the objectives and keeping them before participants' view. Allow 10 minutes for this activity.

The facilitator may wish to use questions such as the following for the total group processing:

- Do the action objectives meet the criteria listed on the second sheet, e.g., are they possible, probable, etc.?
- Where do most of us find support for change efforts?

- What types of resources were you able to identify?
- What things will you need to do next week?

VI. STAGES OF CHANGE — TIME REQUIRED: 10 MINUTES

(A) Lecturette -- "Stages of Change" (8 minutes)
(B) Questions and answers (2 minutes)

Purposes of the activity:

The purposes of the activity are:

- to provide participants with an understanding of the psychological stages of the change process as they may be manifested during Title IX implementation efforts
- to prepare participants to anticipate sequential reactions to change in their own behavior and the behavior of others as efforts for achieving Title IX implementation and sex equity are implemented

Materials needed:

A chart (on newsprint, transparency, or chalkboard) containing the following information:

Stage of Change

- Shock or surprise
- Disbelief
- Guilt
- Projection
- Intellectualization
- Integration and action
- Acceptance

Facilitator preparation required:

The facilitator should:

- thoroughly review the total session outline
- review the suggested lecturette and adapt it to accommodate unique group need and facilitator style
- prepare or obtain chart or transparency on "Stages of Change"

Procedure:

A. Lecturette -- "Stages of Change" (8 minutes)

The purpose of the following lecturette is to provide participants with an understanding of the stages which many people experience as they work through the change process. It is important that persons working for change anticipate these reactions and be prepared to cope with expected behavior.

Before beginning the lecturette, the facilitator should post the chart on "Stages of Change" so that it is visible to participants.

Suggested lecturette:

"As we begin to move toward implementing our Title IX/sex equity change plans it is important that we remember the process according to which change occurs. Numerous efforts to document the process by which persons change -- the ways we react to new information and learn to deal with that information -- suggest that there are predictable stages of human reaction which are a normal part of the learning or change process.

"A listing of these stages of change is posted on the chart. They include the following:

- *Shock or surprise*

Our first reaction to new information or to circumstances necessitating change is shock or surprise. We tend to react strongly to any significant challenge to our perceptions and understandings. Comments which might be heard when people are at this initial stage process include:

'What! Discrimination in our school?'

'What do you mean that I discriminate against females/males in my classroom?'

'Title IX? What are you talking about?'

- *Disbelief*

Shock or surprise soon gives way to active disbelief. We tend to resist information which would require us to re-examine or modify our perceptions of ourselves and the world around us. Comments frequently heard at this stage of change are:

'There's no discrimination in our school!'

'I treat every student exactly alike.'

'We've already completed those Title IX requirements!'

• Guilt

When we receive new information we may feel inadequate or guilty about the content of the information or simply the fact that we did not know about the new information. Thoughts which may pass through our minds at this state include:

'I should have realized that our school really does discriminate against students on the basis of sex!'

'I had no idea what I was doing when I separated boys and girls for reading and arithmetic classes.'

'Why didn't I know about this Title IX?'

• Projection

None of us can live with a great deal of guilt about our behavior or our lack of awareness because it is too painful to our image of ourselves. Instead, we often develop defensive ways of getting rid of the guilt and feeling better about ourselves. We often project our guilt onto other persons or other circumstances, blaming others for the problems or the situations in which we find ourselves. It is particularly easy to move into a stage of projection and to blame others when we have acquired enough new information and skills to realize that there is a problem, but not enough to enable us to solve the problem. Comments which may be heard at this stage of change include:

'Those administrators have no awareness of sexism; they'll never move!'

'Parents in our community are so rigid. They'll never accept coed physical education classes.'

'We wouldn't have to deal with Title IX if it hadn't been for those crazy women!'

• Intellectualization

The first four stages of change reflect the ways that we deal with our feelings about new information or change. When we have had the opportunity to deal with these feelings, we begin to 'think' about the matter and attempt to consider the information in a more rational, less affective way. We may begin to assess the possibility of personal and institutional sex discrimination and proceed to an open effort to collect data and to evaluate the information obtained. It is at this stage of change that real problem-solving can begin. Comments heard at this stage might include:

'You know, I realize that I do tend to expect the boys in my class to be better in mathematics than the girls.'

'Title IX implementation will require considerable effort from all persons in the system, but it is worth it if we can improve the quality of the educational services that we can provide.'

- Integration and action

The sixth stage of change is perhaps the most difficult and the most important. Integration involves taking the actions necessary to identify the implications of the new information for our daily lives. During this stage of learning or change it is essential that we determine the specific implications of the new information--the action requirements or objectives for our personal or institutional growth. It is at this stage that we must also identify the knowledge and skills that we will need to accomplish these action objectives. Comments which might be heard during this stage of change include:

'The task force on physical education and athletics is working to design the total physical education curriculum to ensure that an adequate variety of activities is provided to meet the needs of all students--males and females.'

'One of my goals as an administrator is to analyze the decisions I make regarding the hiring and promotion of staff to make certain that my unconscious bias does not influence these decisions.'

'Our Title IX implementation plans are well underway. Four task forces are planning various remedial action projects to ensure that we're meeting Title IX requirements.'

- Acceptance

The final stage of change is achieved when the new information acquired becomes so integrated with our behavior that it seems as if it has always been a part of our perceptions and understandings. At this point our behavior has been thoroughly modified as a result of the new information or insight. Comments which may be heard at this point are:

'We've worked steadily to reduce sexism in our educational programs and have made progress.'

'The skills I've learned to combat bias in textbooks have improved all aspects of my teaching.'

'Title IX has been an important motivation for improving our education programs and our relationships with the community.'

"This formulation of change would suggest that those of us working for the implementation of Title IX should observe the following guidelines for change:

- Remember that change and learning take a period of time. Do not expect that persons will accept new ideas immediately.

- Anticipate that the first reactions to change are likely to reflect emotions or feelings. Dealing with the affective impact of new information is often a necessity before we can begin creative and rationale problem solving.

- We should anticipate both our own reactions and the reactions of others as we move through the stages of change; we should not make inflexible judgments as to our own ultimate reactions or those of others.

VII. SUMMARY AND EVALUATION — TIME REQUIRED: 30 MINUTES

(A)	Introductory comments	(5 minutes)
(B)	Paired interviews--"Workshop Evaluations"	(15 minutes)
(C)	Summary comments	(5 minutes)
(D)	Closing acknowledgements	(5 minutes)

Purpose of the activity:

The purposes of this activity are:

- to involve participants in the evaluation of workshop activities and materials
- to summarize the workshop experience and place workshop concerns in a closing context of ongoing personal, organizational, and social development
- to acknowledge the contributions of persons who have provided leadership for the workshop

Materials needed:

For participant use:

- "Workshop Evaluation Sheet"--(Participant Worksheet 19)

For facilitator use: None

Facilitator preparation required:

The facilitator(s) should:

- thoroughly review this outline and all participant materials
- review suggested comments and adapt them to accommodate unique group needs and facilitator style
  - Introductory comments (5 minutes)
  - Summary comments (5 minutes)

Procedure:

A. Introductory comments (5 minutes)

The purpose of this activity is to obtain participant evaluations of the training processes and training materials used in the workshop and to provide participants with a sense of closure. The evaluation activity is an essential component of the Title IX Equity Workshops Project and an important reflective activity for participants. The evaluation procedure which utilizes evaluation interviews, has been designed to encourage careful consideration of the evaluation questions.

Participants will be asked to pair with someone whom they do not know well. They will be asked to interview the other member of the pair as a method of evaluation.

The workshop leader should give the instructions in the following manner:

"This workshop has been sponsored by (name of sponsoring organization) . We are always concerned about the quality of the services we provide and the ways we can improve our services. It is important that we know what aspects of the workshop have been helpful and how we might have provided a better experience for you.

"You will find an evaluation sheet in your materials--Participant Worksheet 19. We would like you to complete the worksheet but to do so in a slightly different way. To do this we would like you to pair with someone whom you do not know well.

"After you've found a person to pair with we would like you to use the evaluation worksheet as a guide for interviewing that person to obtain her/his evaluation of the workshop and the ways the workshop might be improved. As you obtain your partner's answers, please fill in the sheet. When you've finished you will have an opportunity to add any clarifying comments you think might be helpful at the bottom of the sheet. Your partner will fill out a similar sheet on your evaluation of the workshop. You'll have about 15 minutes for this activity. Each of you should take turns interviewing the other."

B. Paired interviews--"Workshop Evaluation" (15 minutes)

After participants have spent approximately 7 minutes in their interview pairs, the facilitator may wish to remind them to change roles to make sure that both partners are interviewed. After 15 minutes, the facilitator should close the activity by telling participants that their evaluation sheets will be collected as they leave the workshop.

C. Suggested summary comments (5 minutes)

The summary comments should be adapted to fit the style of the facilitator and to include references to activities which may have been added to the workshop model. Some of the points which might be included in the summary comments are provided below.

"During the sessions of this workshop we have focused on the implementation of Title IX and the attainment of sex equity. Before leaving the workshop, however, it is important that we place the workshop experiences within the context of three major concepts which must guide our activities.

- *Title IX is one part of a total educational equity movement.*

Title IX is an evolutionary step in our nation's effort to provide equity for all citizens. Our experience with years of attempting to eliminate race discrimination and bias in education provided the foundation for our understandings of sex discrimination and for the strategies and technology which may be used in its elimination.

Anyone working to attain educational equity must remember the multiple ways that equity may be denied--on the basis of race, national origin, religion, cultural identity, sex, possession of physical handicaps, social class--and work to ensure that the needs of all students are provided for.

Many of the principles and understandings discussed in this workshop may be applied to any group attempting to achieve educational equity. Each of you must extend your awareness and apply your energies toward achieving educational equity for all groups.

- Our nation's concern for educational equity is a reflection of changes in our society and it is a crucial step in preparing for a more enlightened future society.

Our nation's concern for human and civil rights of various groups is rooted in the evolution of our society as it is impacted by widespread social, economic, and technological change. During the workshop we've examined some of these changes which are most relevant to the concerns of sex equity. Other social, economic, and technological changes have led to our concerns for race equity, cultural equity, social class equity, etc. The changes in our society and the struggles of various groups to achieve equity must inevitably be felt in the schools.

Schools have the responsibility for preparing all students to participate in and to deal with these changes. Failure to achieve educational equity limits the potential attainments of our future society. Educational equity is not just a moral goal; it is a survival goal for our democratic society.

- The movement for educational equity is an important vehicle for educational reform.

As educators we can be proud of the many accomplishments of our educational system. Despite these accomplishments, however, the changing nature of our society demonds that we move on to greater achievement. Attempts to attain educational equity can contribute to basic educational reforms which are needed. The greater individualization of instruction, the preparation of students for a variety of life roles, and the involvement of students in learning how to learn--these reforms are possible within the context of educational equity. In addition, reform efforts provide educational personnel with the goals for renewal of their own knowledge, skills, and capabilities. If educational equity is to be attained, each of us must increase our skills of instruction, curriculum design, problem solving, administration, program development, program monitoring, etc. This need to increase our skills and capability provides a challenge to all of us involved in the schools.

"As you move back home into your schools and communities, remember that the ultimate test of our capability and understanding will be the degree to which educational equity for all students can become a reality in local schools.

"This workshop could not address all of the concerns and issues which are important to the total area of educational equity. We hope that each of you will view this workshop as only one step in your efforts to implement Title IX and to attain educational equity. We hope that it will serve to stimulate your interest in and commitment to increasing your personal and organizational change skills and that you have identified resources and goals which can assist you in your future activities.

D. Closing acknowledgements (5 minutes)

Closing comments should acknowledge the contributions and leadership of persons involved in the workshop. Before adjourning, the facilitator should make certain that persons are stationed at all exits to collect the evaluation forms, and that participants are reminded to turn them in as they leave.

PLANNING FOR CHANGE

Participant Materials for Generic Session Three

Prepared for the
Title IX Equity Workshops Project
of the Council of Chief State School Officers

by the
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

IMPLEMENTING TITLE IX AND ATTAINING SEX EQUITY:
CONDITIONS FOR CHANGE

Participant Worksheet 17

In considering progress and needs related to Title IX implementation it is useful if we assess the degree to which institutions have responded to the need for change and the degree to which the conditions for change exist in our schools and community. It is on the basis of these factors that we can design interventions and action plans which can be successful for meeting our goals.

Please read each of the questions outlined below and answer as best you can in terms of your own perspective and evaluation of the present situation in your schools and community.

Title IX Implementation--Evaluating the Specifics

In general, how would you rate the progress made by schools in your community in the implementation of Title IX since June 1975 when the Title IX regulation became effective?

Little progress made _____

Minimal procedural compliance _____

In-depth self-evaluations accomplished and appropriate corrective and remedial actions taken and/or underway _____

Full implementation of Title IX throughout most of the education agencys' policies, practices, and programs _____

Student Programs

One of the areas covered by Title IX is the prohibition of sex discrimination in student programs and activities. Please indicate the two aspects of student programs and activities in which you feel greatest progress has been made and the two aspects where greatest change is needed.

Area	Greatest Progress	Greatest Need
Access to courses or programs	_____	_____
Athletics and competitive sports	_____	_____
Counseling and guidance	_____	_____
Graduation requirements	_____	_____
Health services/insurance	_____	_____
Physical education programs	_____	_____
Scholarships	_____	_____
Student regulations	_____	_____
Vocational education	_____	_____
Other (please specify)		
_____	_____	_____
_____	_____	_____

Employment

Another area covered by Title IX is the prohibition of sex discrimination in employment policies and practices. Please indicate two aspects of employment in which you feel greatest progress has been made and the two aspects where greatest change is needed.

Area	Greatest Progress	Greatest Need
Differential application of nepotism rules		
Fringe benefits		
Hiring and selection of staff		
Labor organization contracts		
Leaves of absence/sabbaticals		
Maternity leave provisions		
Promotion policies and practices		
Salary equalizations (for equivalent positions)		
Tenure policies and practices		
Other (please specify)		
_____	_____	_____
_____	_____	_____

What factors (training, materials, related events, etc.) have contributed most to the implementation of Title IX?

1. _____
2. _____
3. _____

What factors have retarded or impeded the implementation of Title IX?

1. _____
2. _____
3. _____

The degree of success achieved in implementing Title IX and attaining sex equity is related to the extent to which seven conditions have been met. One method of identifying needed action steps is to determine the degree to which these seven conditions have been met in your schools and community. Questions regarding the existence of these conditions are provided below.

1. Is there a consensus regarding the existence of sex discrimination and bias in education and the need for their alleviation?

2. Is there an understanding of the sources of sex discrimination and bias in education and their possible effects?

3. Is there leadership committed to and articulating goals for change?

4. Have change goals for the achievement of equity and models for accomplishing goals been specified?

5. Have human and financial resources been allocated for change efforts?

6. Do education personnel have the capability (knowledge and skills) for delivering educational equity?

7. Is there a system for the recognition of progress in educational policies, programs, and practices and the reinforcement of personnel who have made efforts toward the delivery of nonsexist services?

The questions on the following pages ask you to consider the degree to which these conditions now exist, the types of actions or interventions which might be taken to contribute to their achievement and the priorities for efforts in these directions.

Please rate your assessment of the general existence of each of the change conditions listed below on a scale from 1 through 5. Indicate your rating by circling the appropriate number.

1. Consensus regarding the existence of sex discrimination and bias in education and the need for their alleviation

   A. To what extent do you believe that there is general awareness/agreement on the existence of sex discrimination and sex role stereotyping in education?

1	2	3	4	5
Little or no awareness/ agreement				Widespread awareness/ agreement

   B. To what extent do you believe that the alleviation of sex discrimination and sex role stereotyping is a priority concern within the education community?

1	2	3	4	5
Low priority				High priority

   C. To what extent do you believe that Title IX is seen as a significant tool for the attainment of sex equity in education?

1	2	3	4	5
Little or no significance				Major significance

2. Understanding of the sources of sex discrimination and bias in education and their possible effects

   A. To what degree do you feel that there is a general understanding of the sources of sex discrimination and bias and their operation?

   Those sources specified in the Title IX regulation?

1	2	3	4	5
Little or no understanding				Extensive understanding

   Those sources not addressed in the Title IX regulation? (e.g., stereotyping in curriculum)

1	2	3	4	5
Little or no understanding				Extensive understanding

   B. To what extent do you believe that there is an understanding of the possible relationships between sex discrimination/stereotyping in education and sex differences in educational and career outcomes?

1	2	3	4	5
Little or no understanding				Extensive understanding

3. Existence of leadership committed to and articulating goals for change in education

A. To what extent do you believe that leadership exists for the translation of consensus and understanding of the issues of sex discrimination and bias into goals for organizational and institutional action?

1	2	3	4	5
Little or no leadership				Effective leadership

B. To what extent do you believe that educational leadership has articulated its commitment to the elimination of sex discrimination and sex bias in education?

1	2	3	4	5
Little articulation of commitment				Extensive articulation of commitment

4. Specification of change goals for the achievement of equity and models for accomplishing change

A. To what degree have the requirements of Title IX and the concerns related to sex equity in education been specified and incorporated within the policies, program plans, and management procedures of education institutions/agencies?

1	2	3	4	5
Little or no specification/ incorporation				Extensive specification/ incorporation

B. To what degree do models for such specification and incorporation exist?

1	2	3	4	5
Little or no development of models				Extensive model development

5. Allocation of human and financial resources for achieving change

A. To what degree have responsibilities for Title IX implementation and attainment of sex equity been assigned to all personnel within education institutions/agencies?

1	2	3	4	5
Responsibilities unassigned		Responsibilities centralized		Responsibilities distributed across levels and functions

B. To what degree have financial resources been allocated to the achievement of Title IX compliance and/or other activities related to the attainment of sex equity?

1	2	3	4	5
Few resources allocated				Significant resources allocated

6. Capability of education personnel for achieving equity

A. What is the general estimate of the level of capability of education personnel (their possession of knowledge and skills) to implement Title IX and to attain sex equity in education?

1	2	3	4	5
Little or no capability				Extensive capability

7. A system for the recognition of progress in educational policies, programs, and practices and the reinforcement of personnel who have made efforts toward the delivery of nonsexist services?

A. To what extent do you believe that there is positive recognition of efforts or programs to achieve Title IX implementation and sex equity?

1	2	3	4	5
Little or no recognition				General recognition

B. To what extent do you believe that there is reinforcement and support of staff efforts to eliminate discrimination and bias in the delivery of services?

1	2	3	4	5
Little or no reinforcement				Major reinforcement

Although it is likely that activities directed toward the greater attainment of each of these conditions would be desirable, it may be useful to consider your priorities for action. Please consider each of the conditions listed below and rank them in terms of your priorities for attention by placing a 1 beside the area you believe needs greatest attention at this time, a 2 beside the second most important area, etc.

1. Achieving consensus regarding the existence of sex discrimination and sex bias in education and the need for their alleviation ____

2. Developing an understanding of the sources of sex discrimination and bias in education and their possible effects ____

3. Increasing leadership committed to and articulating goals for change in education ____

4. Specifying the change goals for the achievement of equity and models for accomplishing these changes ____

5. Increasing the allocation of human and financial resources to education equity concerns ____

6. Increasing the capability of education personnel to achieve equity ____

7. Developing a program of recognition and reinforcement for efforts to eliminate sex discrimination and bias ____

Review the priorities which you have assigned to the six conditions. Select the two conditions which you ranked 1 and 2 and list them in the space provided below. To the side try to identify the types of actions which could be taken within your community by various groups which would contribute to increasing the degree to which each of the conditions exist. Place an asterisk (*) by those action steps where you can initiate or support the suggested actions.

	Condition	Actions which can be taken
1.	_____	_____
	_____	_____
		_____
		_____
		_____
		_____
2.	_____	_____
	_____	_____
		_____
		_____
		_____
		_____

TITLE IX ACTION PLANNING SHEET

Participant Worksheet 18

I. Establishing Change Objectives

What three actions related to Title IX compliance and the elimination of sexism in your own professional functioning, or in the policies, programs, or practices of your education agency would you most like to see accomplished during the next year?

1.

2.

3.

Select one of the actions and write the change objective which is most important to you. Make sure it answers the following questions:

- What is to be changed?
- Who is going to change or be changed?
- How will they be changed?
- Where will the change occur?
- When will the change occur?

II. Identifying Barriers and Supports for Change

A. What are the important barriers that you will encounter in working toward the change objective that you've selected?

B. What supports will you have in working toward your change objectives?

III. Re-evaluating Your Change Objective

Now that you've identified barriers and supports for your change objective, think about the following questions:

Is attainment of the change objective possible?

Is attainment of the change objective probable?

Is the objective stated in behavioral and concrete ways? Is it observable and/or measurable?

Have you set a timeline for achieving the objective?

Do you believe your change objective is the best available alternative for achieving your change goals?

Is this something you really want to achieve?

IV. Planning for Accomplishing the Objective

A. Resources for change

What resources (knowledge, skills, money, people, etc.) will you need to achieve your change objective?

knowledge/skills:

money:

people:

B. Action steps

List below the necessary first steps that you will have to take to meet your change objectives, and the timelines you will set for their completion.

Action Step	Time Completed
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____

Workshop Evaluation Sheet

Worksheet 19

1. At this point, how would you rate your knowledge of Title IX and its implementing regulation?

   Thorough understanding _____

   Considerable knowledge _____

   Some knowledge _____

   Little knowledge _____

2. At this point, how would you rate your ability to incorporate Title IX and sex equity principles in your day-to-day activities?

   I feel I have the knowledge and skills to apply sex equity principles in my daily activities _____

   I know the first steps for applying sex equity principles in my activities _____

   I have a vague idea as to the ways I can apply sex equity principles in my daily activities _____

   I have not identified anything which I can do to apply sex equity principles in my daily activities _____

3. What concerns or questions about Title IX or sex equity have been answered for you during this workshop?

4. What concerns or questions remain?

5. Which workshop activities or materials were most useful to you?

6. Which workshop activities were least useful to you?

7. As a result of this workshop, what actions do you intend to take to further the implementation of Title IX and the attainment of sex equity in your schools?

8. In what ways could the workshop have been improved?

9. What information, experiences, or activities would you like to have provided in the future?

10. Are there other comments you wish to make?

* U. S. GOVERNMENT PRINTING OFFICE : 1979 737-115/1672